DOCUMENT RESUME

ED 028 494 24 CG 004 053

By-Mann, Inez K., Ed.
CAPS Capsule. Winter 1968, Volume 2, Number 2.
Michigan Univ., Ann Arbor. Counseling and Personnel Services Information Center.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-2487
Pub Date 69
Contract-OEC-3-6-002487-1579
Note-25p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors-Counseling Services, *Cultural Disadvantagement, Culture Conflict, *Disadvantaged Environment, Educational Disadvantagement, Guidance Objectives, *Information Dissemination, *Publications, *Question Answer Interviews, Student Personnel Services

Devoted to the "Disadvantaged," this issue of CAPS Capsule features an interview with Dr. Edmund Gordon, Director of the ERIC Clearinghouse on the Disadvantaged. In response to questions, Dr. Gordon discusses disadvantagedness, those behaviors characteristic of disadvantaged populations, problems involved in standardized objective testing of such groups, his thoughts on how guidance personnel can help ghetto youth by becoming environmental manipulators, and new directions counselor preparation might take. Responding to Dr. Gordon's statements, but not always agreeing with them, are several prominent educators including: C. H. Patterson (University of Illinois), Robert Williams (Oakland County, Michigan), and Anthony C. Riccio (Ohio State University). Garry Walz, Director of the ERIC Clearinghouse on Counseling and Personnel Services, presents generalizations derived from a number of recent research reports on projects for assisting the disadvantaged. Also included are the following: a list of recent ERIC documents on the disadvantaged, briefly annotated; a review of the Interprofessional Research Council on Pupil Personnel Services (IRCOPPS); a review of CAPS products and activities; and a tribute by Garry R. Walz on the passing of Edward C. Roeber. (CJ)

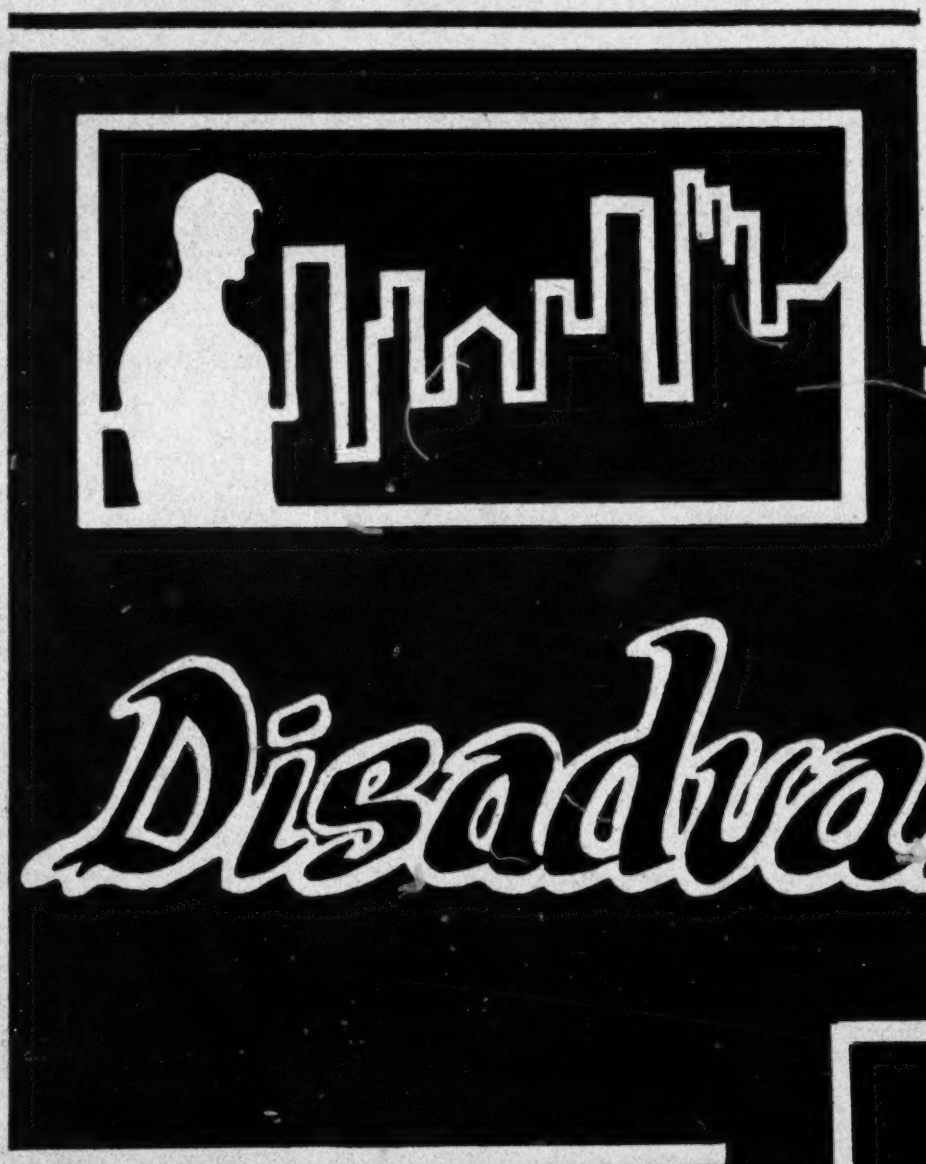
ED028494

WINTER 1969
VOLUME 2 / NO. 2

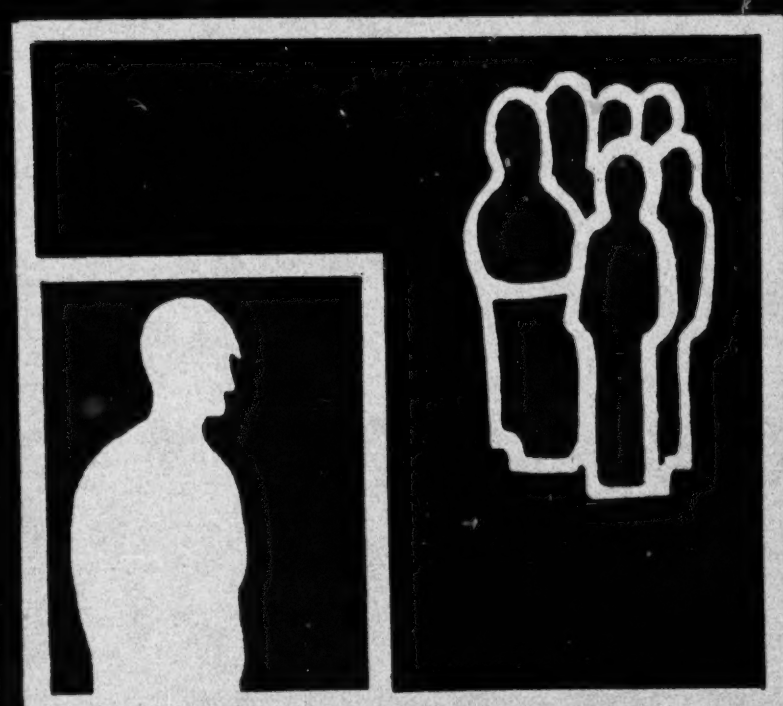
VIEW CAPSULE

PUBLISHED BY THE COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER / School of Education • The University of Michigan at Ann Arbor

ERIC



Disadvantaged



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CAPS CAPSULE is a triannual publication of the ERIC Clearinghouse on Counseling and Personnel Services. The Educational Resources Information Center (ERIC) program was initiated by the United States Office of Education, Department of Health, Education, and Welfare in support of educational knowledge utilization. CAPS CAPSULE is designed to communicate current news or research and innovation, and to stimulate discussion of issues pertinent to the field of counseling and the personnel services. To promote this end, materials are often selected to stimulate dialogue. Contributors to the newsletter are urged to react freely to issues and controversy in the field. All viewpoints are welcomed. SIGNED ARTICLES DO NOT NECESSARILY EXPRESS OR REFLECT THE OPINIONS OF EITHER CAPS OR THE ERIC PROGRAM

This newsletter was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Entered as second-class matter at the Post Office in Ann Arbor, Michigan; and Chicago, Illinois.
Published each Fall, Winter, and Spring.
Volume 2 Number 2 Cover design, exclusive of masthead, by Fran Bozdech

Counseling and Personnel Services Information Center
611 Church Street, Ann Arbor, Michigan 48104

Edward C. Roeber

1913-1969

In discussions with professional colleagues in the aftermath of Ed Roeber's death, I have noted that we have invariably turned to examining why we felt such a great loss over his death. It has been as if his departure brought us to a realization of how important he had been to all of us, without our being fully conscious of it. I think that many perceived that a great figure among us was gone and that they wanted to explicate for themselves and for others just what that greatness was. Then, too, I believe some people who were appalled at the suddeness and finality of his death wanted to see that something meaningful and lasting would come out of it, that we would do more than acknowledge that it was a tragic loss and go on as we had. At least I experienced these emotions myself and thought that I observed them in others.

In reflecting on the comments that I have heard over Roeber's death, I am struck by the loss felt by many people who would not be thought of as having been particularly close or had any regular contact with him. In most cases, it seemed that they had an experience with him, sometimes only a brief conference, which was enormously meaningful in providing them with an enhanced feeling about *themselves*. It was as if they came to see themselves in a way that enabled them to relate better and achieve more than they had before their relationship with Roeber, however brief it might have been.

People who knew of Roeber through the comments of those who had worked with him were frequently puzzled when first meeting or hearing him. It was not until they had the opportunity to relate to him in an interpersonal way that they could fully understand why he meant so much to so many. One student remarked to me that after hearing about Roeber, he expected to meet a very dramatic personage and was surprised to find himself drawn to a congruent, on occassion even gruff, man, who was both highly demanding of quality in performance but warmly suportive of the individual.

My own acquaintance with Ed Roeber covered some ten years. Many people knew him longer, and possibly better, than I did. But, as a new Ph.D. starting on his first counselor education position in North Dakota, his friendship and interest in my work and ideas was crucial in my development. Over the decade of our friendship, I was sometimes in disagreement with Ed, occasionally irritated over some matter, but always stimulated and renewed by my association with him. It was for me, as I am sure it was for others, a profound source of satisfaction to realize that our relationship was built on mutuality —that no matter how experienced he was on a subject and how inexperienced I was, that *he* had a capacity to draw worth from *me* as well as to give deeply of himself.

At the time of this death, Ed and I were doing the proofing on a guidance text that he and I were colloborating on with Glenn Smith. We felt good about it and were looking forward to some new tasks which had been long delayed. The development of our ERIC/CAPS Center occurred after he left Michigan. When he visited here last summer, he was excited about our progress and potentialities. To record the event, I asked him to pose for a picture, joking that ". . . now we can retrieve you whenever we want." To me, the picture is a good one. It shows him as I will remember him that day — excited, happy, and planning a new project.

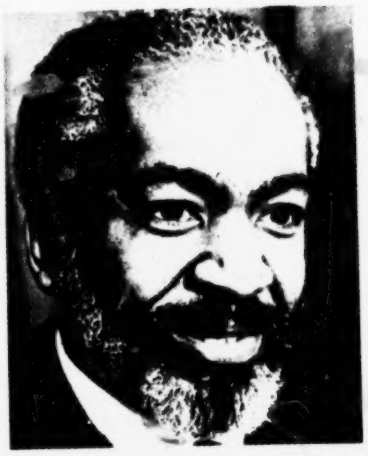
It is important to say that there is no need to eulogize Edward Roeber. He was a man who deeply cared, who sought to help others wherever and whenever he could; who worked to make better that which was, while actively pursuing that which could be; and who demanded far more of himself than he ever did of others.

Would that at least some of what he had to teach us will be learned.

Garry R Walz

Counseling The Disadvantaged: Avenues to Effectiveness

by Edmund Gordon



In this interview held at CAPS, with CAPS staff, Dr. Gordon focuses upon disadvantagedness, its ramifications, and some operational implications for personnel specialists. His comments have particular relevance in these troubled times. Counselor-educators, student and pupil personnel specialists in all settings, and citizens concerned about the schisms and wounds produced by discriminatory practices and racial conflicts will find Dr. Gordon's comments timely and thought-provoking. CAPS sees Dr. Gordon's discussion and the accompanying reactions as encouraging a dialogue on the full dimensions of disadvantagedness and the implications of these dimensions for both personnel services programs and the further personal growth of all personnel specialists.

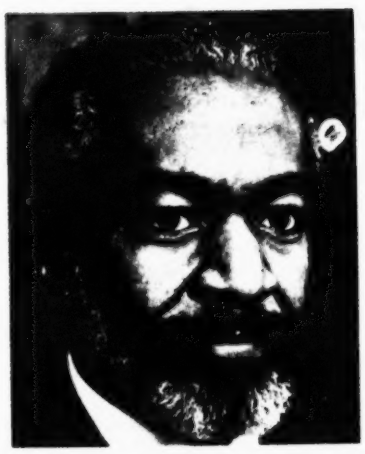
Dr. Gordon's sympathy with the disadvantaged and his dedication to alleviating their problems are matched by his credentials. He is presently serving as Chairman of the Department of Guidance, Columbia University Teachers College, and Director of the ERIC Clearinghouse on the Disadvantaged. A man with wide interests, as well as warm, human sympathies, Dr. Gordon received an undergraduate degree in zoology, and went on to graduate work in such areas as social psychology, social ethics, guidance, and child development.

He is co-author, with Doxey Wilkerson, of *Compensatory Education for the Disadvantaged,* a book which discusses programs and practices for the disadvantaged, spanning the preschool period through college (College Entrance Examination Board, New York, 1966). He has contributed to many learned journals and lent his expertise to such areas as retarded children, compensatory education, the culturally and socially disadvantaged, and counseling and guidance specifically for disadvantaged populations.

Question: What does disadvantagedness really mean?

Dr. Gordon: The term has several meanings. Its most general referent is a segment of the population that is poor and often isolated, either in rural or in urban slums. It is a population with low social status, frequently with low cultural or class status as well. These more general characteristics, though, don't really help us to understand them very much.

Some people have tried to look at the disadvantaged population and have arrived at more specific characteristics related to problems centered about language, value, and attitudinal differences, and a somewhat lower intellectual efficiency function. The disadvantaged are those youngsters with whom the schools have not had much success. These are the youngsters with a higher incidence of learning disabilities and lower achievement levels: poor kids, black kids, Puerto Rican kids, Mexican-American kids, and American-Indian kids.



Now, a group of people in the black community are telling us that this is all wrong, that these youngsters suffer confusion when they look to the values of the dominant group and deny their own.

Question: You refer to a lot of different minority groups. Is the term "disadvantaged" adequate in generalizing to all these groups, or are there likely to be significant differences between, say, Puerto Rican, black, and Mexican-American youngsters?

Dr. Gordon: I would suspect that the kinds of characteristics important to education are not limitable to specific groups. Any kind of generalization gets us into difficulty at that point where we fail to recognize that *within* any group, more variation exists than between groups. Possibly, the incidence with which certain debilitating or handicapping characteristics occur is higher in the disadvantaged groups than in the privileged. The range of characteristics, however, remains the same. For our concern to be meaningful, we've got to understand the relevance of these characteristics to the behavior of the individual child. Any characteristic has a differential effect, given the social context in which it occurs.

Question: What kinds of functional behaviors, in contrast to generalized descriptions, are important in characterizing the disadvantaged?

Dr. Gordon: I would name variables that relate to reference group identification: the sense of control over one's destiny, task involvement, and structured as opposed to unstructured approaches to environmental manipulation. I suspect that these variables are likely to have greater importance for educational programs than behavioral variables, which are less specific. Said another way, the cognitive life style, the work habits, and the way in which each youngster views himself as a learner may be more important to learning rate and achievement than characteristics which may handicap him in a formal learning situation.

Question: You spoke of the importance of reference groups. Would you elaborate on this?

Dr. Gordon: In a multicultural society dominated by a single ethnic group, youngsters from minority groups are inclined to place high value on that group. For the Negro youngster, broader experience imposes the values of a white society. In the past, the youngster who identified with the values of the white society was thought to have an advantage over that youngster dominated by the values of his primary reference group.

Now, a group of people in the black community are telling us that this is all wrong, that these youngsters suffer confusion when they look to the values of the dominant group and deny their own. I feel that if we are to work with them more productively than we have, we must strengthen the school's appreciation of those values indigenous to the youngster. Unfortunately, much of the debate on this issue has been at the level of polemic; we don't have solid research evidence here. My own bias is to assume, for the young child, that we begin with those values indigenous to his environment. However, in the process of their schooling, we should try to make minority group youngsters at home with the values of the broader society. The intelligent, mature adult can learn to live in both worlds.

Question: How does a personnel worker come to know, in a meaningful way, the characteristics of the disadvantaged group of individuals he may work with? Are present methods of appraisal and testing adequate?

Dr. Gordon: We certainly don't have highly developed techniques. Our tradition of being primarily concerned with quantitative aspects of the intellectual function hasn't helped, and neither has our emphasis on projected techniques of the psychodynamics of behavior. Perhaps the instruments we now have could be used qualitatively. By this, I mean that using such stand-bys as the Stanford-Binet or the Wechsler, we could pass from standardized objective analysis to more subjective clinical analysis, analyzing both test items and the behaviors the youngster brings to the test situation.

Question: Do you think this approach realistic in light of the response of the black community to testing? Would these people be inclined to be opposed to testing, reluctant to be trusting?

Dr. Gordon: Testing will continue to be a problem, depending on the specific experiences of families in disadvantaged communities. In those communities

where data-gatherers have been sympathetic, there may be greater readiness to give us another chance. In other communities, there may not be any cooperation.

In the long run, minority group parents have much the same interests as majority group parents: they are interested in the welfare of their children. If, by changed procedures, perhaps a changed stance, we can communicate with some assurance that an instrument is designed to help them and their children, I believe that most of the resistance will slip away. How that initial change can be made in the community where a great deal of hostility has already developed, I simply don't know. It may be, that for the immediate future, we are going to have to "color" our data-gathering staff and use minority group interviewers so that we can get into the more difficult communities.

Question: Would you elaborate on this? What are the implications of your statements for whites and blacks in guidance and personnel work?

Dr. Gordon: What the black communities are saying to us (and we should really talk about minority group communities because not all are black) is that their youngsters need to see in their schools and communities, *their* people in positions of authority, influence, and leadership, people with whom they can easily identify.

I think that we will be forced to accommodate these interests on several grounds. If the public school is to remain a viable institution in communities that are going to remain ghetto communities for some time (I'm not optimistic that we are going to wipe them out immediately), the community people must have a larger voice in what is going on. They're going to have to see themselves in positions of leadership and power. To the extent that we resist this kind of effort, to *that* extent, we are going to find nonblacks unwelcome in black communities. Where some move is rapidly made to place black people in positions of leadership and authority, you will find a greater readiness to accommodate nonblacks in institutions serving that area. A good example is the Ocean-Hill Brownsville district in Brooklyn, New York, the scene of major strife last fall during the teachers' union strike. Racial tensions ran fairly high. People were suprised to note that two-thirds of the instructional force in that experimental district is white, and that those white teachers were welcome there. They were welcome because they were viewed as sympathetic, supportive, and interested in trying to help that experiment. The control of that district was in the hands of black people.

Question: Would some people lodge the complaint that this is really a return to separate but equal status?

Dr. Gordon: It is. And this is a major problem. I am terribly sympathetic to the very difficult spot that a man like Roy Wilkins finds himself in. His public statement threatening to go to court to resist the efforts of black students to gain autonomous units on college campuses was an unfortunate step, strategically. If we were to conclude that separate institutions must be created as redress for the harms of earlier, discriminatory treatment, this should be done as a temporary measure, a rehabilitative or therapeutic device. If we did this, we should clearly understand that this is an exception to the rule, not a changing of the rules. I would be very much opposed to giving official sanction to anything that smacks of the old concept of separate but equal facilities. The greatest demand in the future for youngsters of all backgrounds is going to be the capacity to live and adapt in a multicultural society.

Question: Pursuing your point that, in effect, many disadvantaged students are going to have to live with two cultures, isn't this equally true for the advantaged and white students? I'm trying to generalize this in terms of staffing. Many programs now employ both black and white counselors, with the thought that a good introduction for the white student to the black world may well be the black counselor; for the black student, the white counselor.

Dr. Gordon: I would buy that. A black youngster coming into the counseling set-up may well need an initial experience with a black counselor with whom he can immediately develop some rapport and through whom he could work through certain problems. At another point in his career, he may well need to see a white counselor. For another youngster, whatever his background, with different problems, it may make no difference who the counselor is. All we are looking for is competence. With a multicultural, multi-ethnic staff, we strengthen the counseling process because that gives us many more degrees of freedom in planning treatment.

What the black communities are saying to us (and we should really talk about minority group communities because not all are black) is that their youngsters need to see in their schools and communities, their people in positions of authority, influence, and leadership . . .

Question: Some of the variables you were talking about imply that the role of the counselor must change from those traditionally taught in our training programs. Could you respond to how you see the counselor operating in the school system?

Dr. Gordon: I'd like to change the language a little bit. I'm troubled that when we think of guidance specialists, we traditionally think of them as counselors. I prefer the more generic term "guidance specialists." I use that term to include people

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who will probably continue to make counseling one of their central tools, in addition to others. If we view guidance as a process by which one more mature and professionally trained human being utilizes all of his skills and the environment to facilitate the development of a less mature being, it seems to me that we are saying that the guidance person will be playing a variety of roles. His job is to assess the developmental needs of a youngster at a particular period in time and, to bring to bear on that youngster's development, those things that will facilitate it. Many of these the guidance specialist will provide himself. Others, he must corral from other resources. The guidance specialist's principal function would be what I like to call environmental manipulation. Much of what hangs kids up is not internal to them—their internal responses to external circumstances.

I happen to be, I guess, more an environmentalist than a geneticist. I'm increasingly convinced that interaction with the environment is a primary determinant of what anyone can become. It is the experience itself that determines attitudes and molds behavior. This means that if the guidance person is to play a prominent role as a consultant to teachers and administrators, he must be as concerned with institutional modifications, as a route to changing the youngster's behavior, as he is with the behavioral modification of the youngster himself.

I go a bit farther and argue that a counselor may need to be prominently identified with the causes, the problems, and the conditions important to those with whom he works. All of us, at some point in our development, must take a position. Whether we admit it or not we are always taking positions in relation to the principles and values important to us.

Question: What you describe has a lot of operational implications. I'm concerned about how student groups are responding to the sort of behavioral modification and manipulation you speak of. Some student groups, for instance, recently came out with a rather stinging rebuttal to programs for the disadvantaged in which the emphasis was on the factor of behavioral modification and control. The students were concerned that we're really substituting one establishment control for another and, in fact, that we've even provided the technology for a given establishment to be more efficient in controlling behavior than ever before. Is there likely to be, as we move forward, an increasing student response and reaction aginst this?

Dr. Gordon: I used to worry about taking the position that one's end justified the means. I have been forced, I guess, to retreat from my rejection of that positibn. It seems to me that there are at least two issues involved in the student position. One has to do with their philosophy or politics: it is greatly colored by a commitment to an anarchistic approach to social organizations, a commitment to the complete freedom of the individual. Long ago, I decided that such a view of freedom was naive. In a highly complex society, complete individualism, complete freedom, is not possible. The alternative, it seems to me, is a planned society, a planned life. Now, I suspect that the real problem for some students groups who take that position (if we can set aside the commitment to anarchy) is the concern that the goals many of us are working toward are not goals these youngsters have identified as theirs. If they could determine the goals, if they could have a voice in implementing the controls, I suspect we would find greater compatibility here. To reject technology is, in the present stage of the development of man, a rejection of life.

To get back to your question, I think that there will continue to be resistance from many young people toward our efforts at manipulating them toward goals which we think are desirable. What the guidance specialist must make clear to these youngsters, and to those whose lives we are manipulating, is that we really don't have much choice. The alternative is to leave them to fend for themselves. If we look at what the natural situation has done to many privileged and underprivileged youngsters, I think that the kinds of failures and confused lives that we see is too high a price to pay.

Question: Your point is, then, that broader based involvement in setting goals and making decisions is something the counselor must continuously strive for, whatever the procedures.

Dr. Gordon: Certainly, as our capacity to influence man's destiny increases, that capacity will broaden the base of participation. It is the only protection we have. I think that people have to be convinced that life is going to be controlled anyway, even when you do nothing. It's not a matter of control or no control; it's a matter of planned or haphazard control.

Question: These are broad responses to disadvantagedness. Do you have any suggestions regarding the strategy of a counselor in a school with a sizeable minority that may not have geared itself to dealing with a large disadvantaged population? What role might the counselor play?

Dr. Gordon: In an early article (or was it a book I wrote with Wilkerson?), I made the point that significant contributions might be made by utilizing approaches to education which recognize the fact that you are dealing with disadvantaged populations. A guidance person in a school with a small number of disadvantaged students may need to be sensitive to some of the social-psychological problems that may derive from the status of these students in the school. He may need to be particularly sensitive to some special curricular adjustments that may need to be made for them.

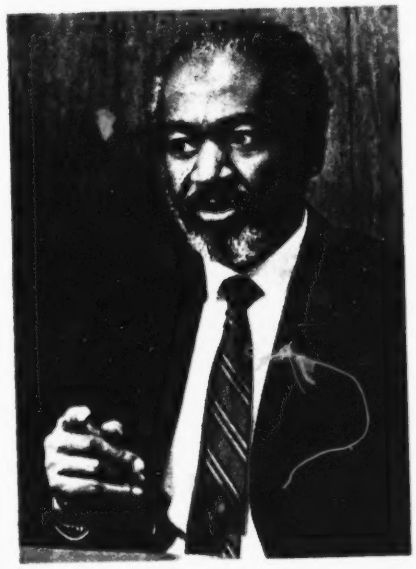
On the other hand, to the extent that any counselor works to improve the quality of teacher-pupil interaction and the psychological climate of the learning environment, to that extent, he is working to individualize the educational process. If he enables teachers to qualitatively appraise the learning needs of their youngsters and designs learning experiences to better their understanding of these needs, he is serving the disadvantaged students of that school. He is also serving education by moving it to a higher and somewhat more professional level.

I would be inclined to view the counselor in such a situation as being correct in taking the position that he need not do anything "special" for disadvantaged students. I say this with some hesitation, though, because this may lead many people to think that you don't need to do anything. If education did what it is supposed to be doing—meet the individual needs of youngsters—then the counselor need not be particularly concerned with those kids who are known to be poor, black, Puerto Rican, or whatever. Disadvantagedness would have little relevance for education because the teacher and counselor would recognize and understand what is necessary to move a youngster from one developmental point to the next, and create the conditions that would permit that student to do so. I am, of course, talking about a utopia, a kind of ideal. Certainly there ought to be special learning setups for varieties of youngsters to remedy particular deficits in experience or academic skills.

Question: Your description is a very broad one, involving counselor participation in the curriculum and work with the community to create a learning climate favorable to all students. You emphasize, I think, the importance of what the environment has to offer. This suggests a counselor somewhat different than the tradiational definition. Do you see anything in the preparation program which would be changed to better prepare this counselor? What do you really feel is a desirable preparation emphasis?

Dr. Gordon: Let me characterize the guidance specialist as a pupil ombudsman, the protector playing much the same role as that played by the architect in construction. I would like to see this guidance specialist as a kind of quality control person, the architect in educational development. Given this kind of broad, protective function, we are talking about a broadly trained educator.

I don't like the psychologist's model that many guidance training programs have followed. I think it too narrow. The core of a program could, I think, probably draw from psychology, including



I go a bit further and argue that a counselor may need to be prominently identified with the causes, the problems, and the conditions important to those with whom he works. All of us, at some point in our development, must take a position.

the psychology of human learning and development. However, I also see room for a fair amount of sociology; anthropology: a bit of economics; and some basic science preparation, including training in technical skills and competencies with developed skills in the utilization of personal data. I would see some training in working with community organizations, and a prominent place for what we now call sensitivity training. If there is anything the counselor is called upon to do in practically every situation, it is salesmanship, use of the persuasive ability to influence the behaviors and attitudes of people. I see sensitivity training as an essential feature of any such program. The guidance specialist must also know a fair amount about curriculum development and curriculum adaptation. Teachers are going to be increasingly pressed to handle the content areas for which they are responsible. To help teachers adapt content areas to the special, individual idiosynchratic needs of a variety of youngsters, the specialist will have to be trained to understand the significance of human variation, on one hand, and the relevance of such variation for the organization of learning experiences, on the other.

All this demands an understanding at the level of a good Master's degree in Educational Psychology encompassing these varied areas. This is probably a two, maybe even a three-year training program. This troubles me, because not many of us will move quickly to three-year programs. Some of us are having difficulty simply moving to two-year programs.

Some guidance functions don't require this level of training. I'd like to see gradations in training. There is a place for the guidance technician, a person who handles and processes pupil resource information. At this level, a good bit of the family and community data collection can be done. To meet the manpower needs, I'd like to see us begin to train subprofessionals to do some of the legwork and paper work that frequently occupies guidance people.

Question: You used the Swedish term "ombudsman." The term is literally defined as someone who protects rights. I would personally differentiate protection from development, for the emphasis in development is on the enhancement of skills which enable people to interact and cope more effectively with others and their environments.

Dr. Gordon: I don't think that we're in disagreement here. I would view the need for protection as being protection from crucially destructive experiences. I see the "protector" as being assured that the child is in a position to deal with hostile forces. I see no need to have all the possible mistakes of history repeated with every youngster in order to somehow stimulate development.

Question: Can you comment as to how local control will become more of a factor in the operation of schools? What kind of impact will this have on counselor role and function?

Dr. Gordon: I ought to comment first on the whole concept of local control, which many people view with considerable disdain. This concept is not foreign to education, certainly not to education in this country. The history of education in the U. S. has been marked by concern over controlling educational institutions at the community level. As our communities grow larger, and certainly as education as an industry grows more powerful, the question of who controls both the finances and policy becomes as political an issue as anything else. Most communities are not arguing for control, primarily, but really accountability.

In this context, I can only see local control, or increased accountability to the community, as strengthening guidance. We have traditionally supported the important relationships between parent and school, community and school, home and school.

As to the impact of local control on counselor function, the kinds of things that guidance people ought to be doing would not change much. However, many local school councils are going to insist that guidance people not sit in their offices and wait for youngsters to come to see them once a year. They are going to insist that the guidance specialists wean themselves from their preoccupation with trouble-makers at school, and from their preoccupation with college placement. They will want these things. This may force us to center upon the broad range of things that guidance ought to be concerned with, rather than narrowly focusing on activities that reflect special interests.

We may run into professional problems where communities begin to be concerned with the evaluation of professional people. Instruction, counseling, and the provision of guidance services are

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If we look at what the natural situation has done to many privileged and underprivileged youngsters, I think the kinds of failures and confused lives that we see is too high a price to pay.

difficult things to evaluate. We may end up with evaluations based upon the perceptions of local people as to where the counselor's interests lie, their perception of him as a friend, supporter and protector.

However, it is possible that what I do today in the community's best interest may not be so perceived by that community. I don't know how we are going to get around situations where communities may be very resistant and unimpressed with the guidance staff, because that staff is oriented toward long-term goals for youngsters. The community may be disturbed that the staff is not working on something immediate which would make a difference tomorrow. We can partially avoid this problem of day-by-day evaluation if we are perceived as friendly and supportive.

Question: What organizational changes do you see occurring in guidance programs?

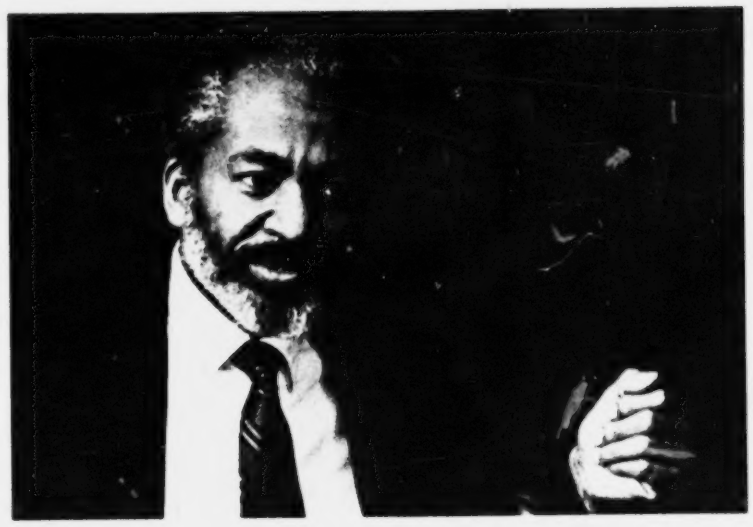
Dr. Gordon: I have a wild idea for guidance. Maybe it could be taken out of the organizational structure of the school and placed in some organizational or administrative relationship to the community. They've tried this in France, with some problems.

In keeping with my view of the guidance specialist as an ombudsman, perhaps we should be directly responsible to those whose interests we are supposed to be protecting. This places us outside the school organization, and we may be viewed by some school people as antagonists.

Even within the school system, I could see guidance specialists frequently at odds with principals and teachers—in those instances where a principal or teacher is not fully committed to the best interests of kids. If the present organizational structure makes it impossible for the guidance specialist to take that position, then perhaps we need to begin thinking of either guidance people *in toto,* or a category of them, being outside the formal school structure, so that they may act upon it from the outside.

Question: As we do more in the disadvantaged area, do you see our experiences here, many of which come from heavy involvement, feeding back into theory and conceptualization?

Dr. Gordon: I suppose my views here are biased by the fact that I regard myself as a philosophic materialist. In one of my very early papers on the subject, I talked about the differential implications of the projectionist as opposed to the interactionist theories for work in this field. The projectionist view, that the developmental process is one in which an intrinsic pattern is evolved by environmental stimulation, leads to a reflective, passive approach to behavioral modification. The assumption here



Many local school councils are going to insist that guidance people not sit in their offices and wait for youngsters to come to see them once a year . . . this may force us to center upon the broad range of things that guidance ought to be concerned with . . .

is that the environment permits human development An interactionist approach takes the position that it is the responsibility of the environment not to permit but to actually stimulate and direct.

Clearly, the kinds of functions in guidance that the needs of disadvantaged children place before us. move us in the direction of an interactionist, rather than a projectionist, theoretical base. It is a base that suggests, at all times, the responsibility of those who influence and direct behavior. I am suggesting an approach to human development that says that we must assess what we've got, assess where we want to go, and work at bringing about the kinds of interactions that will get us there. When I look at a youngster with a modest standard intelligence test score, I don't ask what he can become with an IQ of 90, but rather, what we can help him make of this IQ.

There is some evidence that it is possible to change the quality of intellectual function through intervention. If we end up producing a human being who is functioning at a higher level, I'm willing to leave, unresolved, the question of whether we have changed the basic process or just the quality of the function.

My goal is optimizing the functional level of young people. The theoretical implication here is one of active intervention, one with a view of behavior as the product of interactions rather than the product of something given, fixed, or predetermined.

Associations Aroused By Dr. Gordon

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□ At the risk of being considered in greater disagreement with Dr. Gordon than is probably the case, the restrictions of space lead me to omit mention of areas of agreement between us. My comments will deal with three aspects of the interview with Dr. Gordon: (1) the problem of the so-called disadvantaged, (2) the counselor and the disadvantaged, and (3) concepts of the function of the counselor.

There is a lot of nonsense being written about the "culture of poverty." There is no culture of poverty in the sociological-anthropological meaning of the term except, possibly, in Appalachia. The disadvantaged are, in a real sense, culturally deprived: deprived of the goods and other benefits of our main society.

There are really no great differences in the values of the disadvantaged and the rest of society. The disadvantaged have the same goals in terms of needs and wants, but they are unable to satisfy them. The poor accept the values of the main society—success, affluence, material and social goods—but are frustrated in obtaining them. Some may use unacceptable means of obtaining what they want, that is, appropriation. Many are now questioning why they can't share in the larger society, and are demanding that they be allowed to participate.

The disadvantaged are handicapped by isolation from the main society, by low social status, by inability to share in the main culture, and, most of all, by poverty. The greatest difference between the rest of the society and the disadvantaged is not any difference in values or goals or "culture"; the greatest difference, and the cause of many of the other differences, is simply that the disadvantaged lack money.

I am, therefore, puzzled by Gordon's reference to two cultures, and his speaking of the values indigenous to the black community, or the disadvantaged. However, he never specifies what these are. What are they? It may be that certain human values such as close, informal, open personal contacts, and "neighborliness" persist in lower class neighborhoods and are disappearing from our increasingly urbanized society. These values should be preserved; their decline is a major social problem.

However, they are not indigenous to the black or ghetto community. They were characteristic of our older, more rural, simpler, *middle-class* society. The so-called positive values of the poor, touted by Riessman, are not inevitably associated with poverty. If they were, then logically we should retain poverty. Gordon notes that we do not have research evidence on differences in values. Perhaps more research would show (as does that of the Sherifs) that the basic values and goals are the same.

I am not clear about Gordon's point that the disadvantaged (or does he mean only the black disadvantaged?) can, or must, live in two cultures or societies. This seems hardly possible or desirable psychologically. The problem of the successful Negro is precisely that he is a member of the main society and rejected by the group from which he came, not because of cultural differences, but because he has money: he has "made it." This was evident in the reaction of a group of indigenous community workers to a black lecturer in a workshop I conducted last summer.

How, asks the interviewer, does the personnel worker come to know, in a meaningful way, the characteristics of the disadvantaged? He also asks if present methods of appraisal are adequate. I would like to make a number of comments and suggestions which go beyond Gordon's answer.

(a) Methods of appraisal and testing are not simply inadequate; they are inappropriate for understanding the disadvantaged or anyone else.

(b) I do not believe that the method of clinical analysis suggested by Gordon is adequate or appropriate. It also is analytical and evaluative.

(c) The disadvantaged are not a homogeneous group and cannot be understood by dealing with them as such. This leads to stereotyping. This is the fallacy involved in the emphasis on courses in the sociology and anthropology of the poor and poverty for counselors. Sociology and anthropology, as sciences, classify, objectify, and depersonalize. They reduce the subjects of study to objects. This leads to the personnel worker taking an external view, concentrating on group differences and evaluating, doing just the opposite of what must be done if he is to understand them as individuals. He must take the internal frame of reference, putting himself in the place of the other, empathizing with him, and recognizing the basic similarities of the disadvantaged and the rest of society. As Sullivan noted,

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Obtaining the Goal

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□ Dr. Gordon's interview is an easy one to read, to agree with, and to use as a basis for defining a role many feel guidance should be playing in working with disadvantaged students. Nowhere is this more apparent than in the statement where he sums up, in an almost Parsonian equation, what he feels needs to be done: "assess what we've got, assess where we want to go, and work at bringing about the kinds of interactions that will get us there."

The equation, however, is easier to express than to explain. The first factor, assessing what is present, is by far the easiest or is, at least, the one most often attempted. The necessity of guidance personnel actually stimulating and directing student development rather than just permitting it, the desire to "wean" guidance from its "preoccupation with troublemakers . . . and from . . . college placement," the call to make counseling one of the guidance persons' "central tools" while they play a variety of other roles—all these are ideas which many counselors and counselor educators will applaud.

Dr. Gordon also calls for a training program for guidance workers which sounds most sensible to one counselor educator who is primarily concerned with in-service education. He calls for differentiated training programs from the subprofessional or paraprofessional training level through one-, two-, and even three-year training levels with appropriately differentiated functions at all these levels for the professional. What a welcome relief from repeated attempts to train all guidance workers in all areas to maximal levels of expertise until some programs have become so long and so all-encompassing that fewer and fewer find themselves able to complete them, should they even desire to do so!

One problem stands out, however, in assessing just where we are—a difficulty Dr. Gordon shares with many who work with the disadvantaged. He is not sure whether the chief problems to be dealt with here are internal or external to the student. It may serve little purpose to try to decide whether internal or external factors are more important. To suggest, however, that environmental manipulation is a proper way of handling such internal variables as self-concept deserves considerable thought.

The second part of Dr. Gordon's equation for working with the disadvantaged, assessing where we want to go, is filled with unknowns. Many authorities have foundered here. The alternative choices to helping the disadvantaged conform to middle-class values and fit into middle-class society have never been made very clear by anyone. Dr. Gordon opts for the only clear choice: " . . . we should try to make minority group youngsters at home with the values of the broader society. The intelligent, mature adult can learn to live in both worlds." Whoever said, "The poor don't want to be middle class," will find little comfort here.

Dr. Gordon's goal is clear and attention can quickly shift to the third part of the equation—working to bring about that goal. He suggests a number of ways to do this. Minority group representatives are needed in places of leadership along with representatives of the dominant groups, in order to provide models for the developing needs of the disadvantaged student. However, who determines which model is appropriate at any given time, or what order of exposure to different models will be appropriate is not clear. Goals set cooperatively with representatives of the disadvantaged group are more apt to be accepted by them, but the "failures and confused lives" of many of these people make necessary manipulating them toward long term goals perceived as desirable by counselors. Finally, local control is traditional in American education, but local control may well reject a guidance staff oriented toward such long term goals, insisting on activities which will make a difference today and tomorrow.

Dr. Gordon brings the problem into sharp focus. He adopts the only clear-cut goal presently available. Attempts at reaching this goal, however, must involve much additional thought and research—time for which is running out . . . or has.

Patterson, Continued

"we are all much more simply human than otherwise." Of more value to the counselor than courses in sociology and anthropology are the vicarious experiences to be gained by reading fiction, biographies, and autobiographies.

Gordon refers to guidance specialists in the plural, yet he seems to equate the counselor with all these specialists. This reveals the basic problem which we face: that the counselor is expected to perform a wide variety (some of them inconsistent) of special services. I would suggest that we need a variety of

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Pulling It Off

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☐ Although I am in basic agreement with many of the points made by Dr. Gordon in his interview responses, I would like to raise questions pertinent to some of his observations.

First, let me note that Dr. Gordon's arguments are awesome in terms of the almost incredible expectations they place on the person who is to function successfully as a school counselor in an inner-city setting. I have come across very few counselor-trainees in the last 10 years who were, or were capable of becoming, all that Dr. Gordon thinks an inner-city counselor should be. One major difficulty centers on how counselors, especially white counselors, will relate to militant blacks in an inner-city setting. Many of the postures assumed by black militants are threatening in the extreme to born and bred middle-class white counselors. Many of these students are hostile to white counselors simply because they are white. It is difficult to deal effectively with people who hate you for irrational reasons.

We should re-examine our posture as counselors on the concept of values. For too long in our field, we have suggested that no one set of values is superior to any other set of values. We have simply indicated that there were different sets of values or value patterns. These essentially Rogerian pronouncements have now come back to haunt us. The counselor in an inner-city setting frequently finds himself confused and/or loaded with guilt when he comes into contact with students who curse at him, who talk and demonstrate violently, and who want to determine whether the counselor in a given school should be retained or fired. The counselor's reaction to these students is often one of fear, of insecurity, and on occasion, one of hatred. How can counseling take place when the counselor is thus burdened?

Perhaps the counselor should begin to talk about values as being "relevant" or "irrelevant" with respect to such specific criteria as high-school graduation, the acquisition of job skills, or, more broadly, effective living in a technological society. Then, the counselor can—and here I agree with Gordon—begin to manipulate the environment of the student so that the student might realistically stand a good chance of becoming relevant to the demands of our economic order. Let us not kid ourselves any longer. Some value patterns are far more relevant to making it in contemporary society than are others.

Third, much of what Dr. Gordon says has serious implications for our counselor education programs. This year, I am spending half of my time in an Academic Year Institute intended to prepare 30 counselors for inner-city schools. It has been a teaching experience like no other I have had. Here are some of the things I have observed:

(a) The black militants in the group have intimidated the non-militant blacks into assuming militant postures.

(b) The class discussions are more heated than ever before, and consequently quite enjoyable. We are, however, coming dangerously close to the point where emotion replaces reason as the hallmark of our graduate program.

(c) Many of the blacks seriously question whether the whites in the group can ever work effectively in the inner-city. This attitude does nothing but reinforce any prejudices the whites may have had prior to enrollment in our program (all members of the group had to have inner-city experience to qualify for the Institute). If such difficulties exist in training programs, they may well be indicative of the kinds of peer difficulties counselors may have once they are on the job. The problem will only be exacerbated by the shrill cries of parents in the inner-city who want to hire and fire the counselors in the schools their children attend.

(d) The cry for dialogue that was characteristic of the early days of the civil-rights movement is muted. Any one who attempts to raise questions with the militants who want to control many of our schools is immediately branded a racist. I have yet to learn how to handle this kind of situation.

It seems to me that one of the major roles that counselors can play in an inner-city setting is to attempt to be a preservator of rational behavior in an increasingly irrational world. It's a difficult task: if we can get enough counselors with the characteristics described by Dr. Gordon, we may be able to pull it off.

Patterson, Continued

specialists (student or pupil personnel specialists rather than *guidance* specialists, a term which should be eliminated as quickly as possible). These specialists would include counselors, but also specialists in testing and evaluation, occupational information, job placement, and college admissions. The counselor would be a counselor, not all of these other things.

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Derivations on Disadvantagedness

Garry R. Walz
Director

The research or activity report prepared at the end of a project is, rather commonly, a voluminous and detailed document. It is both a rich source of data and ideas and, also, in its "raw state," a difficult source from which to extract information bearing on programs and practices. The task of gleaning relevent information is compounded if a user is confronted with a number of reports representing the work of many different investigators, using varied styles and formats for reporting results.

Provided below are a series of generalizations derived from a number of reports stemming from research projects or programs for assisting the disadvantaged. In most cases, the literal parentage of any given generalization is likely to be both mixed and uncertain. It is hoped that the reader will ignore questions of legitimacy and consider instead the utility of these generalizations for both research and practice. Their best utilization is probably as stimulators of further thought or action rather than as definite statements of what is. When used in the context of experimentation, the generalizations may hopefully lead to improved programs and practices.

1. *Intra- and inter-individual differences are both important considerations in designing and providing helping services for the disadavantaged.*

The term disadvantaged is, at best, a generic description of a body of individuals widely disparate in behaviors and attitudes. As a group, they will exhibit a range of individual differences comparable to that of the advantaged. Further, the intra-individual (within each individual) differences are equal in importance to the differences between individuals. It is imperative, therefore, that programs of assistance for the disadvantaged to be built upon the cognizance that it is difficult to generalize relative to the abilities and attitudes of any given *individual* as well as to the characetristics of any *group* of individuals. Ironically, some of the worst offenders in speaking of disadvantagedness as if were a unitary personality type with highly specifiable behaviors are student personnel workers (SPW). To deny the importance of individual differences either conceptually or operationally is to destroy a basic rationale for student personnel services.

2. *Helping strategies and procedures should be developed on a hierarchical basis meeting more basic needs first.*

It is interesting to note that the helping procedure which seems to have had the greatest impact on changing the behavior of students from disadvantaged backgrounds was, simply, providing them with a meal. Some very elaborate helping procedures have been ineffectual because the pressing needs of the persons were for food or medical care. It is easy to infer that because we have *studied* the environment in which persons were living, that the environment was somehow now improved or even adequate. In fact, it would appear that the basic necessities of many are not being met and that we have, in many instances, catalogued the needs of people rather than changed conditions of living. It would appear that any effective helping strategy must, following the law of parsimony, deal with basic physical needs prior to, or concurrently with, psychological assistance.

3. *Group procedures have demonstrated utility in working with the disadvantaged.*

There is evidence to suggest that persons from disadvantaged backgrounds are predisposed to natural and spontaneous behavior in group settings. Having experienced little of the middle class notion of privacy, they respond readily to a group as an appropriate source for sharing and examining feelings, particularly where interviewer and interviewee backgrounds are different (color, culture, age, etc.). The group setting may serve to dissipate obstacles to communication that are prevelant in one-to-one relationships.

4. *Counselor endorsement by the power structure may be a necessary precondition to effective working relationships with the disadvantaged.*

The disadvantaged appear to be examining, more often and more critically, the credentials of those who would work with them. The individual competence of a SPW may be less a factor in his being able to work with the disadvantaged than his support by important members of the local power structure. The SPW may further find that without the support of the power structure, those changes that he is desirous of seeing occur in both individuals and in the system may lead to confrontations and challenges by the power structure that inhibit his effectiveness. At least some SPW infer from this the requisite that they work with, and through, the existing local power structure.

5. *An activist and interventionist posture is seen as a desirable posture for SPW involved with the disadvantaged.*

In contrast with SPW relationships with the advantaged, many would see the SPW in the mold of an actively intervening person with the disadvantaged, as concerned about conditions as well as people and prepared to work for changes in both individuals and the environment. Some would opt for a SPW who is a position-taking and value-communicating person, identifiable to all as being for some things and against others and prepared to work for changes he sees as desirable. Some would suggest that unless the SPW is prepared to "wear his values on his shoulder," he will be unable to reach and communicate with those he desires to help.

6. *Individuals who consciously feel that they are free of prejudices may nonetheless exhibit attitudes and behaviors which are seen by minority group members as prejudicial to them.*

Most SPW workers, when examining their value systems, are inclined to eliminate on rational and logical grounds the possibility that they may exhibit prejudicial or racist attitudes. However clear an individual may be in believing, on logical gounds, that prejudistic or racist thinking is indefensible, many individuals unconsciously will reveal attitudes and behaviors interpreted as undesirable by minority group members. Behavior seen as racially inspired by minority group members may seriously jeopardize the likelihood of effective communication and meaningful relationships. It would appear highly desirable that each SPW have the opportunity to examine, through discussion and interaction with members of different races and cultures the image he projects. Only through a searching self-other examination can the SPW be aware of the meaning of his behavior to individuals of races and cultures different than his own.

7. *In providing helping services for the disadvantaged, territorial limits for the different specialties have little significance.*

If there ever was, there appears to be little justification today for establishing protected territories for each of the personnel specialties. In practice, SPW will, by necessity, find themselves serving a multiplicity of roles and functions, sometimes in collaboration with a different personnel specialist, but frequently as the sole worker for a given group of disadvantaged. Central tendencies for a given group of personnel specialties remain, but boundaries are diffused and overlapping of roles and functions occurs.

8. *The preparation of SPW who will work with the disadvantaged should include the usual emphases on such areas as counseling, appraisal, and environmental information, but should, in addition, include experience in the adaptation of the substantive content in each area to work with the disadvantaged.*

In defining what experiences constitute a desirable preparation program for working with the disadvantaged, it is apparent that traditional testing or counseling courses may have only minimal utility. The difficulty here, however, is not so much that the subject matter *per se* is of little value, but, rather, that without adaptation to the special circumstances and needs of the disadvantaged, the information acquired will probably have limited applications. A case in point is the use of tests. The customary use of aptitude and achievement tests as predictors of success in various school-work situations or as hurdles for admission to programs seems ill advised for use with the disadvantaged. Such tests, however, in the hands of a skilled user may assist a disadvantaged person to know something about what is necessary for successful competition in the "other culture," as well as assist him to gain insight into his own learning make-up. Tests may, with special adaptation, serve the role of providing the disadvantaged person with more self-information without closing any opportunity doors. Such specialized adaptations need to be made in other preparation areas as well.

9. *Preparation programs need to provide for a hierarchy of SPW specialists ranging from the paraprofessional to the director of student services.*

A common present emphasis in SPW preparation programs to date is preparing the median level SPW Typically, this preparation leads to the M.A. degree but is slowly edging toward two years of graduate

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ERIC DOCUMENTS ON THE DISADVANTAGED

The following is a list of recent ERIC documents directly relevant to the feature article on guidance services for the disadvantaged. If this article has stimulated your interest, we suggest that you scan these annotations to select documents which can provide further information on the topic.

All the documents are available from the ERIC Document Reproduction Service. Use the ED number when ordering. MF price is for microfiche copy, and HC price is for hard copy. To order, use the following procedures:

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ED 012 487 Fitzsimmons, Stephen J. AN EXAMINATION OF DATA ON IOWA SCHOOL CHILDREN TO DETERMINE PATTERNS OF PERFORMANCE AND "DOWNSTREAM EFFECTS" OF EARLY DEPRESSED SCORES. 1966. MF-$0.25 HC-$0.44 11P.

Various performance patterns were studied to determine if early limited failure leads to generalized failure in a number of areas. (SK)

ED 012 741 Metfessel, Newton S. AN INVESTIGATION OF ATTITUDINAL AND CREATIVITY FACTORS RELATED TO ACHIEVING AND NONACHIEVING CULTURALLY DISADVANTAGED YOUTH. PROJECT POTENTIAL PRELIMINARY DOCUMENTATION, VOLUME I. Los Angeles, University of Southern California, 1965. Document not available from EDRS.

The project assumes that an awareness of the manifestations of a student's creativity can guide teachers in predicting his achievement and in developing techniques to motivate him. (LB) (This document is available from the Director, Bureau of Educational Research, University of Southern California, University Park, Los Angeles 90007, 230P.)

ED 013 234 Goldberg, Gertrude S. JOB CAREER DEVELOPMENT FOR THE POOR—THE HUMAN SERVICES, New York, N. Y., Ferkauf Graduate School, Yeshiva University, 1966. MF-$0.25 HC-$1.52 36P.

Developing new careers for the disadvantaged as nonprofessional aides serves three purposes—(1) it frees the professional worker from less critical duties, (2) it increases decent employment opportunities, and (3) it provides intermediaries between the professional and his "clients." (LC)

ED 013 260 Gordon, Edmund W. NEW CONCEPTS IN GUIDANCE SERVICES. 1963. MF-$0.25 HC-$0.52 11P.

An understanding of the environmental and personal-social influences in a disadvantaged child's life will help educators to prescribe meaningful, effective learning experiences for him. (LB)

ED 013 262 Moore, James W. NEW PROGRAMS AND TRENDS IN GUIDANCE FOR SOCIALLY DISADVANTAGED YOUTH. 1963. MF-$0.25 HC-$0.64 14P.

As cultural mediator, the slum school counselor must, unlike his suburban counterpart, reach out to communicate with students and parents to make them sensitive to courses of action which will lead them away from social and economic boundaries imposed by the ghetto. (LB)

ED 013 263 Finley, Otis. COMMUNITY RESOURCES IN THE GUIDANCE OF SOCIALLY DISADVANTAGED YOUTH. 1963. MF-$0.25 HC-$0.40 8P.

Because the problems of educating socially disadvantaged children extend far beyond classroom walls, guidance counselors must consider the economic, social, and political factors which affect the lives of these children. (LB)

ED 013 283 Birch, Herbert G. HEALTH AND THE EDUCATION OF SOCIALLY DISADVANTAGED CHILDREN. New York, N. Y., Ferkauf Graduate School, Yeshiva University, 1967. MF-$0.25 HC-$2.24 54P.

The poor health of the disadvantaged child is a primary variable in his educational failure. (NH)

ED 013 350 Gordon, Edmund W. THE HIGHER EDUCATION OF THE DISADVANTAGED. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 28, BR-6-1722-28, Durham, North Carolina, Duke University, 1967. MF-$0.50 HC-$3.76 92P.

The literature on higher education was surveyed to evaluate (1) the access of disadvantaged youth to higher education, and (2) the achievements of higher education in meeting the needs of disadvantaged youth. (AL)

ED 013 456 Leonard, George E. DEVELOPMENTAL CAREER GUIDANCE IN ACTION, THE FIRST YEAR. Detroit Mich., Wayne State University. MF-$0.75 MC-$6.32 156P.

The Developmental Career Guidance in Action (DCGA) project sought to (1) broaden and raise the educational-occupational levels of aspiration of a selected group of Detroit inner-city public school students, (2) develop a pilot program to better meet their needs, and (3) to involve the staffs of the participating schools in the program. (PS)

ED 013 459 Roseman, Martha O. ORGANIZATION OF SCHOOLS TO PROVIDE ACADEMIC AID AND THERAPEUTIC COUNSELING TO DISADVANTAGED CHILDREN. Baltimore, Maryland, Johns Hopkins University. MF-$0.25 HC-$1.08 25P.

The Helping Teacher Program was initiated to serve culturally deprived and disturbed children in elementary school. (PR)

ED 013 463 Levine, Louis. THE NEW ROLE OF THE EMPLOYMENT SERVICE IN SERVING THE DISADVANTAGED. Washington, D. C. American Personnel and Guidance Association, 1966. MF-$0.25 HC-$0.52 11P.

Newly assigned manpower responsibilities which the employment service has absorbed include serving the disadvantaged and improving employability. (PS)

ED 013 464 Rose, Sheldon D. A BEHAVIORAL APPROACH TO GROUP TREATMENT OF CHILDREN. 1967. MF-$0.25 HC-$0.72 16P.

A behavioral approach was used to treat small groups of children in an inner-city setting. (SK)

ED 013 849 Davidson, Helen H., and Greenberg, Judith W. TRAITS OF SCHOOL ACHIEVERS FROM A DEPRIVED BACKGROUND. BR-5-1035, City College, City University of New York, 1967. MF-$1.25 HC-$12.40 308P.

A study was conducted to determine the cognitive, affective, motivational, and physical characteristics of high-achieving students from a deprived environment.

ED 014 759 MacLennan, Beryce W., and Levine, Myrna S. EVALUATION ISSUES IN PROGRAMS FOR DISADVANTAGED CHILDREN, THE USE OF NON-TEST PROCEDURES. MF-$0.25 HC-$0.56 12P.

The potential capacities of disadvantaged children are not reflected by past and present performance. In evaluating the effectiveness of intervention, the reactions of the environment as well as the responses of the subject must be examined. (WR)

ED 015 228 McCloskey, Elinor F. URBAN DISADVANTAGED PUPILS, A SYNTHESIS OF 99 RESEARCH REPORTS. BR-6-2671, Portland, Oregon, Northwest Regional Educational Lab., 1967. MF-$0.50 HC-$2.44 59P.

This description of the characteristics and educational needs of urban disadvantaged pupils is a synthesis of 99 research reports. The research suggests that such children live in a world of isolation, limited experience, and rejection. Housing conditions, a demoralizing neighborhood, and a disorganized family life all contribute to the disadvantaged child's general improverishment. (LB)

ED 015 312 Herman, Melvin, and Sadofsky, Stanley. STUDY OF THE MEANING, EXPERIENCE, AND EFFECTS OF THE NEIGHBORHOOD YOUTH CORPS ON NEGRO YOUTH WHO ARE SEEKING WORK. PART I, WORK ATTITUDES, SELF-IMAGE, AND THE SOCIAL AND PSYCHOLOGICAL BACKGROUND OF WORK-SEEKING NEGRO YOUNG ADULTS IN NEW YORK CITY. New York, Graduate School of Social Work, New York University, 1967. MF-$1.00 HC-$9.76 242P.

Interviews and questionnaires from 601 job seekers at the Haryouact Center and John F. Kennedy Joint Center between November 1965 and June 1966 furnished data for this study of work-seeking Negro youths between the ages of 16 and 21. (ET)

ED 015 319 Loughary, John W. GUIDANCE AND COUNSELING IN RURAL JOB CORPS CENTERS. FINAL REPORT. Monmouth, Oregon State System of Higher Education, 1965. MF-$0.25 HC-$1.28 30P.

The objectives of the 8-week project were to clarify and further define guidance and counseling needs of Corpsmen in rural Job Corps centers. (PS)

ED 015 965 Graham, Jewel. THE ANTIOCH PROGRAM FOR INTERRACIAL EDUCATION—THE FIRST THREE YEARS, 1964-67. Yellow Springs, Ohio, Antioch College, 1967. MF-$.25 HC-$1.60 38P.

The Antioch Program for Interracial Education tested the assumption that disadvantaged high school students with a potential for academic work would benefit from a college career at Antioch and would also contribute positively to the college. (NH)

ED 016 137 Dailey, Charles A. PROJECT GATEKEEPER, THE REDUCTION OF JOB DISCRIMINATION BY THE USE OF SELF-CONFRONTATION AND FEEDBACK TO THE DISCRIMINATOR. Washington, D. C., American University, 1967. MF-$0.75 HC-$5.32 131P.

The main objective of this pilot study was to design a program for training decision-makers (employers) to interact with disadvantaged persons and to evaluate their "career potential" more appropriately. (PS)

ED 017 005 Martin, Ann M. A. MULTIMEDIA APPROACH TO COMMUNICATING OCCUPATIONAL INFORMATION TO NONCOLLEGE YOUTH. INTERIM TECHNICAL REPORT. BR-5-0162, Pennsylvania, Graduate School Library and Information Sci., Pittsburgh University, 1967. MF-$1.00 HC-$10.48 260P.

This project's primary concern has been the design of new types of guidance materials and new instructional approaches centering upon educational-vocational aspirations of students, particularly the noncollege bound and culturally disadvantaged. (Author)

ED 017 577 Brown, Walter M., and Russell, Roger D. LIMITATIONS OF ADMISSIONS TESTING FOR THE DISADVANTAGED. 1964. Document not available from EDRS.

There is no adequate substitute for becoming thoroughly acquainted with the assets of each college applicant even when there are discrepancies between academic records and standard test scores. (DK) (This article is a letter published in "Personnel and Guidance Journal," Vol. 43, No. 3, 301-304, November 1964.)

ED 018 520 Wilkerson, Doxey A. THE COLLEGE ASSISTANCE PROGRAM—1964-1966, DESCRIPTION AND APPRAISAL. FINAL REPORT. BR-7-8090, National Scholarship Service and Fund for Negro Students, 1967. MF-$0.50 HC-$2.96 72P.

This interim report describes and evaluates the activities of the College Assistance Program (CAP), which was established to counsel disadvantaged and Negro students about post-high school educational opportunities available to them. (DK)

ED 019 443 Bertolaet, Frederick. CHANGING EDUCATION FOR A CHANGING WORLD OF WORK, MIDWESTERN REGIONAL CONFERENCE ON EDUCATION, TRAINING AND EMPLOYMENT (CHICAGO, MAY 19-20, 1966). BR-5-0010, Great Cities Program for School Improvement, 1966. MF-$0.25 HC not available from EDRS. 53P.

In response to the employment needs of youth in present-day society, the Research Council sponsored a series of regional conferences to mobilize resources to coordinate the activities of business, industry, and education in preparing youth for work. (JM)

ED 019 517 Cooke, Lot H., Jr., and Morine, John P. SUMMER INSTITUTE FOR VOCATIONAL COUNSELING AND GUIDANCE PERSONNEL (FITCHBURG, MASSACHUSETTS, NOVEMBER 28, 1966). BR-6-2347, 1966. MF-$0.25 HC-$1.28 30P.

Thirty-four public school guidance conuselors from six New England states, New York, and New Jersey participated in an institute to become acquainted with the problems and special techniques involved in counseling the urban disadvantaged student. (PS)

ED 019 518 Greenfield, Richard. AN EXPERIMENTAL AND DEMONSTRATION MANPOWER PROGRAM FOR DISADVANTAGED YOUTHS. FINAL REPORT. New York, New York City Board of Education, 1966. MF-$0.75 HC-$5.80 143P.

The Job Counseling Center initiated an experimental and demonstration program to test the thesis that an urban school could provide a manpower training program to out-of-school, unemployed, and disadvantaged youth. (EM)

ED 017 947 Sebald, Dorothy D. EVENING GUIDANCE CENTERS FOR DISADVANTAGED PUPILS OF PUBLIC AND NONPUBLIC SCHOOLS. New York, N. Y., Center for Urban Education, 1967. MF-$0.50 HC-$4.96 122P.

The objectives of the project were—(1) to provide clinical and guidance services in 137 evening centers in selected public schools in disadvantaged areas of New York City, and (2) to hold a complementary teacher-training program in order to improve the mental health and educational-social stability of school children in these areas. (Author/RD)

ED 020 409 Michie, Jack. DOMINANT FACTORS INFLUENCING THE EMPLOYMENT SUCCESS OF A SELECTED GROUP OF DISADVANTAGED YOUTH. Sacramento, California State Dept. of Education, California. Emery Unified School District, 1967. MF-$0.50 HC-$5.00 123P.

The objectives of the study were to determine the effect of vocational training, race, and social class upon the employment success of disadvantaged youth, and to identify both test data with predictive value and educators contributing to success. (JM)

ED 021 278 Chick, Joyce M. A SPECIAL DESEGREGATION TRAINING INSTITUTE FOR COUNSELORS: RACE, CULTURE AND INTERRACIAL GROUP PROCESSES. TECHNICAL REPORT. Tallahassee, Dept. of Counselor Education, Florida State University, 1968. MF-$0.50 HC-$4.56 112P.

Negro and Caucasian secondary school counselors from the school districts of North Florida and South Georgia were given the opportunity to extend their knowledge of each other's race. (PH)

ED 021 894 SOCIAL MALADJUSTMENT: BEHAVIOR CHANGE AND EDUCATION, PROCEEDINGS OF THE ANNUAL INVITATIONAL CONFERENCE ON URBAN EDUCATION (5th, MAY 3, 1966). New York, N. Y., Ferkauf Graduate School, Yeshiva University, 1966. MF-$0.50 HC - not available from EDRS. 109P.

The papers discuss (1) cognitive development and psychopathology in the urban environment, (2) an experimental approach to the remediation of the conduct disorders of children, (3) juvenile delinquency in the urban schools, and (4) the effect of poverty on the education of the urban child. (LB)

ED 021 943 Gordon, Edmund W. FINAL REPORT, COMMITTEE ON EXPERIMENTAL PROGRAM TO IMPROVE EDUCATIONAL ACHIEVEMENTS IN SPECIAL SERVICE SCHOOLS. New York, N. Y., Committee on Experimental Program to Improve Educational Achievements in Special Service Schools, New York City Public Schools, 1968. MF-$0.75 HC-$7.60 188P.

The major thrust of the report is a proposal for an experimental program to test the value of four educational models assigned for disadvantaged pupils in economically depressed areas. (LB)

Patterson, Continued

As I read Gordon's remarks on the counselor as an environmental manipulator, a clarification of the major confusion about the role of the counselor occurred to me. The cliche that the counselor must serve *all* students is ridiculous if he is to serve them through counseling. Counseling is not for all students but for individuals who need and desire it. Environmental manipulation, contrary to Gordon, is not, nor should be, for the individual: it should be done to meet the needs of *all* students. This is a task which is not the responsibility of the counselor alone: it is shared by the total school staff and by society. An environment which meets the needs of all students must be varied and complex. The counselor and/or other student personnel specialists will be concerned about placing students in the most approporiate environment—for example, as at present, in a special class, a remedial or tutoring program, and so on.

A final comment on the preparation of counselors is relevant here. If the counselor is the only student personnel specialist and is expected to function as a counselor, a curriculum consultant, an occupational information specialist, a testing and evaluation specialist, a placement specialist, and a college admissions specialist, he is placed in an impossible position, since it is not possible to prepare a person for such a position in a reasonable period of time. If we accept the idea of a variety of specialists, the problem can be resolved.

A major aspect of the problem of the preparation of counselors is the anomaly that their undergraduate preparation in education has no relevance to their graduate preparation as counselors. As a result, much of their graduate program consists of undergraduate level work. If the counselor's undergraduate preparation were in the behavioral sciences, it would not require even two years to prepare him adequately for counseling.

The IRCOPPS Experience

One of the most significant developments in the personnel services field was the establishment, some six years ago, of the Interprofessional Research Council on Pupil Personnel Services (IRCOPPS), under a grant from NIMH. In conception and design, IRCOPPS was a meritorious idea that promised to generate a rich body of interprofessional research data. The IRCOPPS organization was composed of a central headquarters at Maryland with four Centers: Maryland (Richard Byrne, Director), Michigan (James Dunn, Director), Texas (P. K. Jones, Director), and Chico State College (Merville Shaw, Director). Each Center developed its own research program, with the central unit undertaking fiscal management and a dissemination role and conducting its own research programs.

In a real sense, IRCOPPS was the first large-scale national effort to undertake interprofessional research in the pupil personnel services. The concept of bringing together different personnel specialties and providing them with the resources to undertake collaborative research at the Center was, and is, an intriguing notion. It is probably only through the estabishment of such centers, providing interprofessional impetus and a stable home, that interprofessional research can be truly accomplished.

Recent communications from IRCOPPS would suggest that the future is cloudy. Repeated and broadly supported efforts to obtain OE funding have been unsuccessful. Knowing of the resourcefulness of Director Gordon Liddle and Associate Director Don Ferguson, it is too early, however, to speak of the demise of IRCOPPS. It may well appear, perhaps in a new or modified form, to continue at least some of the earlier functions and services.

It is not too early, however, to review the IRCOPPS operation and to speak of some of the accomplishments and lessons to be learned from a review of the program. The IRCOPPS experience reinforces the utility of the interprofessional approach. Certainly one of the real accomplishments was demonstrating the influence that a *structure* which bound different specialists from the personnel services together could have on both the thinking of the participants and the products or outputs of the program. As both a participant in the Michigan Center and an observer of the activities of the other Centers, I can attest to the impact of the interprofessional staffing and organization. Significant shifts in thinking and products which reflected a broad interprofessional viewpoint were outcomes common to all Centers.

There is evidence, however, to suggest to me that is was easier for the Centers to *think* interprofessionally than is was for them to *research* or *produce* interprofessionally. The advisory groups for the different Centers were typically representative of the major pupil personnel service functions and specialties. Their thinking and discussions were distinctly interprofessional in focus. When that thinking was translated into research, is was likely, though, that it either had a specialty orientation or that the interprofessional focus was, in reality, in a series of specialty oriented projects. It was, in fact, difficult to undertake research which either generated or tested truly interprofessional conceptualizations.

One insight to come out of the IRCOPPS experience was the possibility of a division of labor whereby topics and ideas are generated by an interprofessional staff. The research on these ideas is then undertaken by *"neutral"* researchers whose basic interest is broadly in educational research rather than research in a given specialty area. The breadth of viewpoint needed to generate interprofessional ideas and the empirical rigour needed to design and complete research could thus be combined. Such an approach might help meet the problems inherent in undertaking interprofessional research in a university setting where the support structure is specialty and discipline oriented.

A second observation relates to the productivity and impact of IRCOPPS. I believe that an objective appraisal would support the conclusion that many of the products of IRCOPPS were substantitive and of consequence to the Pupil Personnel Services (PPS). There is, undoubtedly, much that was produced by IRCOPPS that could lead to improvements in current preparation procedures and program practices for pupil personnel workers. It is less clear what the real impact of IRCOPPS has been. For some readers, this may be the first, real introduction to IRCOPPS. They

may have been generally aware of its existence, but not actually influenced by its activities. This is not to disparage the accomplishments of IRCOPPS, but to point to the problems inherent in expecting a given program to carry out both research generation *and* the dissemination and utilization of research results. The human and physical resources needed to generate research are far different than those requisite for the dissemination and utilization of research. To expect one program to be effective in both areas may be a higher standard of accomplishment than the usual funding pattern allows most programs and projects to accomplish.

In many ways, it is fair to say that the IRCOPPS intent, to be both generator and disseminator, is an approach consciously or unconsciously adopted by other programs and professional organizations. It is natural to want to distribute that which you have produced. If, however, you are restricted to your own devices and resources for dissemination, you may seriously restrict both the extent of the dissemination and the influence of the program. A "do it alone" policy may thus defeat the very reason for undertaking research and/or development—to facilitate change in thinking and behavior.

What is needed is a linkage strategy where, concurrent with indigenous efforts at distribution, ties are created with large-scale dissemination programs. Through linkage with programs designed and supported to facilitate the diffusion of ideas and resources, a given program can have influence and impact far beyond the reaches of its own resources. The three major dissemination programs relevant to the personnel services today are the ERIC/CAPS program, the network of Regional Educational Laboratories, and the Phi Delta Kappa School Research Information Service.

There is, perhaps, a third major implication in the IRCOPPS experience. It would appear that obtaining support for a center with a large, omnibus program focusing upon broad-scale objectives, rather than specifically defined project objectives, is difficult in the present funding climate.

Some may see little to be concerned about in this development. It would seem, however, that an unfortunate outcome is that a support structure for a continuing dialogue on PPS which IRCOPPS provided will not, in the immediate future, probably be recreated. This may well lead to less conceptually rich designs for research in the PPS. It will be incumbent upon each investigator to create, through his own resources, the interprofessional climate formerly generated by IRCOPPS.

Whatever the future of IRCOPPS is to be, it seems clear that the push they gave to interprofessional activities is becoming a surge. CAPS has been strongly influenced, in its concern for integrating both pupil and student personnel services in a vertical and horizontal fashion, by the IRCOPPS experience. Frank Biasco, in developing the special interest section on PPS in Division E, AERA, has worked closely with the IRCOPPS Centers. Numerous other examples could be cited. Suffice to say, IRCOPPS left its mark —both by what it did and what it helped others to do.

Jerry R Walz

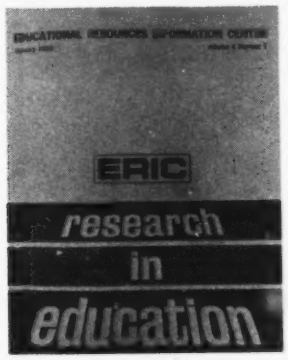
Derivations, Continued

work. There will be a continuing demand for SPW prepared at this level. It would appear, however, that in time, there will be need for specialties with both more and less preparation. The demand for large numbers of SPW requires that programs and roles be more fully developed for the paraprofessional. Conversely, the increased number of workers and the lower level of preparation necessitates viable preparation programs for directors who are not only fully qualified SPW but, additionally, are knowledgeable about, and skilled in, training procedures, use of media, consultation models, action-research designs, fund raising, and cost accounting. Needs for greater breadth in the preparation of SPW will have concomitant effects for greater variety and flexibility in the staffing and design of preparation programs.

ERIC CAPS Products

ERIC/RIE

Research In Education (RIE), a monthly abstract/index journal, is the core publication in the ERIC Reference Products Series. Each month, *Research In Education* announces about 1,000 current, quality educational reports by presenting abstracts of the reports and special author, subject, and institutional source indexes which help locate reports of special interest. These reports are unpublished materials not readily accessible through other communication channels.



Included in *Research In Education* are reports covering all areas of educational research and programs, input by the 19 ERIC Centers. These reports range from all major U.S. Office of Education funded research to reports from school systems, universities, state departments of education, and private associations. Subscription rates to *Research In Education* are $21.00 per year, domestic and $26.25 per year, foreign. To order *Research In Education*, send check or money order to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

ERIC/EDRS

Most of the reports announced each month in *Research In Education* are available from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC) form. Microfiche is a micro-reproduction form in which over 60 pages of written material are reduced to a 4 by 6 inch card. A special reader is required. However, the cost of readers is quite reasonable, with several selling in the $100 to $200 range. In the long run, use of microfiche can be more economical than use of hard copy, since a single microfiche containing at least 60 pages of material sells for 25¢, whereas hard copy reproduction costs 4¢ per page. This means, for example, that a 60 page report would cost 25¢ in microfiche form but would cost $2.40 in hard copy form.

The ERIC Document Reporoduction Service offers two basic types of services. First, it is a source of specific reports of interest to individual users. If a particular report is identified through *Research In Education* or other ERIC reference products, it can be ordered from EDRS. Second, EDRS makes available complete collections of reports such as all reports announced in one issue of *Research In Education*. This service may be more widely used by groups or institutions such as school systems or college libraries. When an entire collection is ordered in microfiche form, the price per microfiche is considerably less, being 9¢ per fiche. Complete information on how to order ERIC documents from EDRS is found in each issue of *Research in Education*.

ERIC/SPECIAL COLLECTIONS

In addition to *Research In Education*, ERIC also produces announcement publications which cover specific collections of reports and resources. At present, several collections are available. These include:

ERIC Collection on the Disadvantaged— Two volumes provide information on a collection of 1,740 reports dealing with the educational needs of the disadvantaged. These volumes are: *ERIC Catalog of Selected Documents On The Disadvantaged, Number And Author Index* (OE-37991, $0.65 and *Catalog of Selected Documents On The Disadvantaged, Subject Index* (OE-37002, $3.00).

USOE Historical Collection — Two special volumes give information on 1,214 projects sponsored by U. S. Office of Education between 1956 and 1965. These volumes are *Office of Education Research Reports*, 1956-65, *Resumes* (OE-12029, $1.75) and *Office of Education Research Reports*, 1956-65, *Indexes* (OE-12028, $2.00).

Title III (PAGE) Projects — Each year, ERIC produces a special volume which announces the various ESEA, Title III projects funded for that year. To date two of these volumes are available: *Pacesetters In Innovation, Fiscal Year* 1966 (OE-20103, $2.50) and *Pacesetters In Innovation, Fiscal Year* 1967 (OE-20103-67, $2.50).

Collection by Interagency Commission on Manpower Research—This special volume announces 393 reports from projects funded by various Federal departments which deal with manpower training and utilization. This volume is *Manpower Research: Inventory For Fiscal Years* 1966 and 1967 (OE-12031, $2.75).

These publications are similar to *Research In Education* in format, including abstracts and special indexes. These collections are also available from EDRS. These special volumes are available from the Government Printing Office and may be ordered by the same procedure as for *Research In Education*.

ERIC/CIJE

A new, major publication is currently being developed by the ERIC system. *Current Index To Journals In Education* (CIJE) will be a monthly cataloging and indexing publication for journal and periodical literature in the field of education. *Current Index To Journals In Education* will be similar to *Research In Education* in that it will provide subject, author, and institutional source indexes, to help users quickly identify articles of major interest. It will, however, differ from *Research In Education* in two important respects. First, it will not present abstracts of the articles announced, and, secondly, it will act as an announcement publication only. No journal article reproductions will be available from the ERIC system. *Current Index To Journals In Education* should serve as another major reference tool in the field of education. *CAPS CAPSULE* will report further developments and will publish subscription information.

GPO 812-026-

CAPS/CRS

The first major CAPS Information Resources Series was the Current Resources Series (CRS). There are now eight of the CRS Indexes available. Each of these indexes announces major information resources such as ERIC materials, journal articles, books and dissertations which are relevant to a particular special interest area. These CRS Indexes provide an abstract of each resource, subject and author indexes which help the user quickly identify resources of particular interest, and information about where the resources may be obtained.

CAPS publishes these CRS Indexes in limited numbers which are disseminated at no charge while the original supply lasts. After this supply has been depleted, the CRS indexes are available from the ERIC Document Reproduction Service at the standard rate.

These two CRS Indexes are still available on a single copy basis at no cost from the CAPS Center:

Helping Procedures for Use with the Disadvantaged
Student Climate and Behavior

The following six CRS Indexes are now available from the ERIC Document Reproduction Service:

ED 017 036 *The Use of Information in Personnel Services* EDRS Price: MF $0.50 HC $3.32 81p.

ED 017 037 *Small Group Work and Group Dynamics* EDRS Price: MF $0.50 HC $4.04 99p.

ED 017 038 *Pupil Personnel Work* EDRS Price: MF $0.50 HC $4.40 108 p.

ED 021 305 *Decision-Making EDRS* Price: MF $0.50 HC $2.44 59 p.

ED 021 306 *Professional Specialities in Pupil Personnel Services* EDRS Price: MF $0.50 HC $2.60 63p.

ED 023 146 *Elementary School Counseling and Guidance* EDRS Price: MF $0.75 HC $6.76 167p.

These six CRS Indexes must be ordered from EDRS. MF price is for microfiche copy and HC price is for hard copy. When ordering use the following procedures:

Give ED numbers of the desired documents

Give the type of reproduction desired hard copy or microfiche

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Payment must accompany orders totaling less than $5. Add handling charge of 50 cents to all orders. The ERIC Document Reproduction Service is registered to collect sales taxes. Orders from states which have sales tax laws should include payment of the appropriate tax or tax exemption certification. Send orders to:

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CAPS/Monographs

In addition to announcing and helping users locate relevant resources, CAPS also stresses the analysis and synthesis of existing bodies of knowledge. The CAPS Monograph Series has, as its goal, the reviewing of information on major topics, with particular emphasis on the implications of the information for practice.

Two major CAPS monographs are now in the publication process. These are:

Career Guidance Practices In School and Community: Contemporary Developments and Illustrative Programs — Lorraine Hensen, Principal Investigator. Henry Borow and W. Wesley Tennyson, Consultants.

Group Counseling: Propositions For Practice — James Lee and John Hechlik, Authors.

Both of these monographs will be available soon. Watch future issues of *CAPS CAPSULE* for specific information on how to order these monographs.

CAPS/RICH

CAPS is now developing RICH, a register designed to facilitate person-to-person communication, so that researchers or practitioners can share their ideas and materials with others. RICH is composed of an alphabetical listing of names of personnel workers who are willing and interested in both contributing and receiving ideas and materials concerning their major activity areas. The register, to be printed, issued, and revised annually, will provide information about a participant's background, the major research and development activities for which he is desirous of exchanging ideas and materials, and his availability for consultation. A key feature of the register will be an extensive indexing system by activity areas.

Further information on the availability of the resource will appear in further issues of *CAPS CAPSULE.*

CAPS/REPORTS ON RESEARCH

This year, CAPS is initiating a new series in the American Personnel and Guidance Association's *Personnel and Guidance Journal.* Later this year, two research review articles developed by CAPS will be published in the journal. The first research review article, "School Climates and Student Behavior: Implications for Counselor Role," was written by Juliet Miller and Garry Walz. It will appear in the May issue. The article reviews current research on school climates, and elucidates the implications of this research for personnel workers.

The second review article, "Funded Personnel Services Research: Patterns and Trends," written by James Lee and Garry Walz will appear in the June issue. This article analyzes completed and on-going research in the personnel services, funded by the Office of Education, in terms of the topics investigated, geographical characteristics, agencies receiving the grants, and the frequency of different research designs and statistical analyses.

CENTER ACTIVITIES

CAPS On-Site Use

CAPS has, within the past year, developed an on-site, library facility which is available for use by the educational community. This facility includes the complete collection of ERIC materials in microfiche form, 85 journal titles, books, and newsletters. Also included in this facility are the major reference tools of the ERIC system, which enable the user to quickly and comprehensively identify those references relevant to his particular needs.

This on-site facility has had many visitors this year. These visitors include researchers interested in developing research designs, program planners developing new programs, authors reviewing papers or books, and students from all areas of education. Among the users were Dr. and Mrs. Joseph Hollis (Ball State University), who explored informational resources for the development of a new book; David Winefordner (Ohio State Department of Education), who collected information for use in a conference on vocational development and guidance at the junior high level; and Ralph Weinrich (University of Michigan), who gathered information for a review paper on the organazation and administration of vocational education programs.

CAPS would like to stress that although CAPS cannot always come to you, the user, with all of the information you may need, you are always welcome to use our comprehensive on-site facility. If you would like to visit the CAPS Center and use our resources, please write us a brief letter stating your desire and the date and time you wish to visit us. We are always happy to have personal contact with the users of our services and products.

CAPS Hosts PET Meeting

In January, CAPS hosted the meeting of the Panel on Educational Terminology (PET). The panel is an advisory group to ERIC on the terminology being used in the ERIC system. This group initially wrote the guidelines and did the developmental work for the generation of the *Thesaurus of ERIC Descriptors*, the authority list for subject terms used in indexing ERIC materials.

The panel is chaired by James Eller of the Central ERIC, Office of Education staff. Other panel members include Larry Papier, of the Central ERIC staff, and educational and lexicographical experts.

CAPS Conference On Disadvantaged

In January, while Dr. Gordon was visiting the CAPS Center, CAPS held an evening conference on "Personnel Services for the Disadvantaged." The conference was open to all interested people at the University of Michigan. Dr. Gordon gave a major presentation and was followed by a number of reactors. The reactors discussed the implications of Dr. Gordon's presentation for various aspects of personnel services. Reactors included William Cash, on "Student Personnel Programs for the Disadvantaged," James Lee, on "Pupil Personnel Programs for the Disadvantaged," Richard Knowles, on "Considerations for Researching Programs for the Disadvantaged," Don Harrison, on "Job Training Programs for the Disadvantaged," and Garry Walz, on "Training Counselors to Work with the Disadvantaged." About 150 attended the conference.

CAPS Visits CPSI

Early in February, James Lee and Garry Walz of the CAPS staff met with John Cowan, Director of Research and Acting Executive Director, and the staff of the College Student Personnel Institute (CSPI) at Claremont Colleges in Claremont, California. At this time, the CAPS and CSPI staffs were able to discuss information processing procedures, information dissemination programs, and possible working relationships between the two centers. It is anticipated that the two centers will collaborate on a number of programs in the future.

During this visit, Garry Walz gave a presentation on the nature and possible uses of the ERIC/CAPS system to student personnel workers from Southern California colleges and universities. Also in the group attending this presentation were faculty members and library personnel from the Claremont Colleges.

Pictured before the College Student Personnel Institute are, left to right: James Lee, John Cowan, Director of CSPI, Susan Macall, CSPI Librarian, Emily A. Starr, Managing Editor of College Student Personnel Abstracts, and Garry Walz.

CAPS Meets With NAPPA

Two CAPS staff members attended the National Convention of the National Association of Pupil Personnel Administrators (NAPPA) in Salt Lake City during October. At this time, the CAPS staff met with the President and the Board of Directors of NAPPA, to develop a working relationship. An official liaison person, Dr. Henry Bertness, Assistant Superintendent of Pupil Personnel Services, Tacoma, Washington, was appointed by NAPPA to work with CAPS. Several suggestions were made concerning joint CAPS/NAPPA efforts in the dissemination of pupil personnel information. Garry Walz made a convention presentation on the nature and possible uses of the ERIC/-CAPS system. CAPS is delighted to have the prospect of future collaboration with NAPPA to better serve pupil personnel specialists.

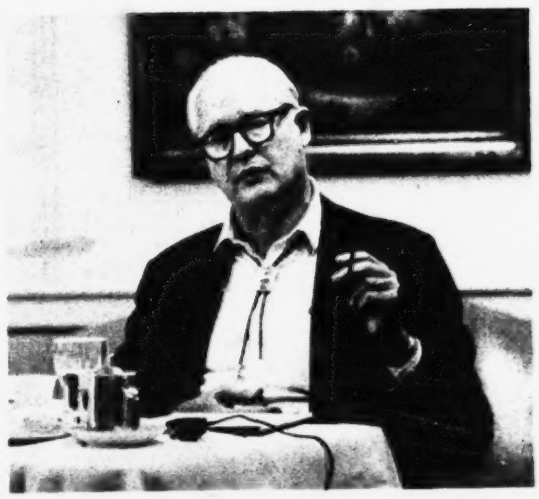
CAPS Presentation at AERA

CAPS was involved in two presentations at the 1969 AERA Convention in Los Angeles. The first was given to the Elementary Pupil Personnel Services Interest Group of Division E. Basic information on the use of ERIC/CAPS services was presented by Garry Walz.

The second presentation described an ongoing research project being done in conjunction with CAPS. This presentation was entitled, "A Research Design for the Investigation of Desirable Personnel Services for Disadvantaged Students." It was given by Garry Walz as part of a Division E Symposium entitled, "Research in Student Personnel Services: Questions and Considerations." This symposium was chaired by James Lee of the CAPS staff. Other participants were William Cash and Richard Knowles of the University of Michigan and John Cowan of Claremont College.

NEW STAFF MEMBERS JOIN CAPS

Ralph Banfield will join CAPS in the position of Assistant Director for Administrative Services. Mr. Banfield holds a B. A. degree from Central Michigan University and a M.A. degree in Guidance and Counseling from the University of Michigan. He has been Assistant Director of Admissions at the University of Michigan; Director of the Midwest Community College Leadership Program, with responsibility for coordinating a program of leadership training for community college administrators; and, more recently, Associate Secretary of the Michigan Council of Community College Administrators. Mr. Banfield served in the U. S. Navy from 1941-61, retiring with the rank of commander.



Ronald Lippitt will join the CAPS staff as a Staff Consultant and Associate. Dr. Lippitt is Program Director for the Center for Research on the Utilization of Scientific Knowledge at the University of Michigan. He is a nationally recognized expert in the area of planned change and knowledge utilization. CAPS will use Dr. Lippitt as a regular consultant during the next year and looks forward to working with him on the development of new CAPS activities and services.

CAPS Research Activity

CAPS is currently conducting a two-year research project, in addition to its basic information processing and dissemination activities. Such research activities are highly compatible with CAPS' on-going work in the analysis and review of existing research: this activity often indicates major areas of needed research.

The research project, "An Investigation to Identify and Describe an Optimal Program of Student Personnel Services for Students from Disadvantaged Backgrounds," is funded by the U. S. Office of Education, Bureau of Higher Education and Bureau of Research. This study is an empirical, exploratory investigation aimed at identifying distinguishing characteristics of disadvantaged college students by examining both normative data and clusters or sub-groups of disadvantaged college students, and the relationships of these students to student personnel services on the college campus. This project is in its first year of operation. Further descriptions of methodology and results will appear in future issues of *CAPS CAPSULE*.

CAPS Visits Regional ACES Groups

During the fall, CAPS gave presentations on the ERIC/CAPS system at two regional ACES meetings. The meetings were the North Central ACES meeting in Chicago and the Southern ACES meeting in Lexington, Kentucky. These sessions gave CAPS an opportunity to further communicate the activities of our Center and to receive feedback on existing services from the ACES membership.

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